

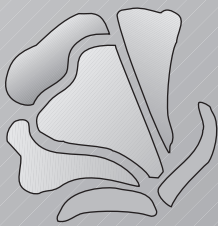
Teacher Guide

for

Second-year Spanish Language

•

2001



**Golden
State
Examination**

GSE

This document has been prepared by the Sacramento County Office of Education and San Joaquin County Office of Education, under contract with the California Department of Education. For information about the Golden State Examination testing dates, registration materials and procedures, or about the Golden State Seal Merit Diploma, contact:

Standards and Assessment Division
California Department of Education
721 Capitol Mall, 6th Floor
Sacramento, CA 95814

Mailing Address: P.O. Box 944272, Sacramento, CA 94244-2720

Telephone: (916) 657-3011 Fax: (916) 657-4964

E-mail: star@cde.ca.gov

Web site:

<http://www.cde.ca.gov/statetests>

Acknowledgments

Thank you to all of the students, teachers, and school officials who have contributed to the success of the Golden State Examinations (GSE). Students contribute by making their best effort on the examinations. Teachers prepare students and encourage their success. School officials provide support by registering their districts and schools for the Golden

State Examinations, acknowledging the importance of these subjects, and understanding the need to recognize student achievement. Overall, the *Golden State Examination Teacher Guide for Second-year Spanish Language* reflects the commitment of those who view the study of Spanish and other languages as an important part of education.

We wish to acknowledge the following teachers and other educators who contributed to the development of the Golden State Examination in Second-year Spanish Language:

Ana Maria Flores Sweetwater Union High San Diego County	Agostino Sardo El Dorado Union High El Dorado County
Shari L. Kaulig Los Alamitos Unified Orange County	Bruce Serrao San Bernardino City Unified San Bernardino County
Claudia Lockwood San Joaquin County Office of Education	Connie Vargas Apple Valley Unified San Bernardino County
Harriet S. Riley, retired Eastside Union High Santa Clara County	

Table of Contents

Introduction	2
Test Content and Structure for Second-year Spanish Language	3
Sample Listening Prompts and Multiple-choice Questions	5
Sample Reading Text and Multiple-choice Questions	6
Scoring Guide for Second-year Spanish Language	9
Sample Written-response Task for Second-year Spanish Language	10
Sample Student Work for Written-response Task	11

Introduction

Using the Golden State Examination Teacher Guide

The *Golden State Examination Teacher Guide* has been developed to provide essential information and preparation guidelines for teachers. The guide is intended to serve as an instructional aid in the classroom. It is divided into the following sections:

Test Content — describes the content upon which the Golden State Examination (GSE) questions have been developed.

Test Structure — describes the format of the test.

Scoring Guide — outlines the criteria used to score written-response tasks.

Sample Questions — includes sample questions that represent the types of questions found on the exam.

Student Work — provides examples of student responses to written-response tasks with teacher commentary.

Teachers are encouraged to reproduce portions or all of the guide for classroom use. Districts/schools also can use these materials for staff development.

Student Eligibility

The Golden State Examination in Second-year Spanish Language is given during the spring test administration. It is intended for any student near the end of their second year of high school Spanish or its equivalent. The examination may be taken only once.

Test Preparation

Sound preparation for the Golden State Examination should include classroom assignments that allow students to articulate the major ideas and concepts in the subject area being tested. Students also must be able to comprehend written and spoken text, demonstrate knowledge of the structure and functions of Spanish language, and produce written language.

Reporting Results

All Golden State Examinations consist of two 45-minute sessions. Students who complete both sessions of the GSE in Second-year Spanish Language receive an individual report of results. Scores for the multiple-choice and written-response portions of the exam are combined to produce the student's overall achievement level. There are six achievement levels. Students who achieve level six are awarded high honors; those who achieve level five are awarded honors; and those who achieve level four are awarded recognition. Students who achieve level three or below are acknowledged for their participation. Results for the spring administration are mailed to districts in October.

Resource Documents

The *California Foreign Language Framework* (1992) is available from the Publications Division, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; 1-800-995-4099, ext. 6.

The *National Standards for Foreign Language Instruction* are available from the American Council on the Teaching of Foreign Languages (ACTFL) web site at <http://www.actfl.org>; 1-800-627-0629.

Other Resources

Classroom Oral Competency Interview and *Classroom Writing Competency Assessment* are available from the California Foreign Language Project, School of Education, CERAS, Rm. 125, Stanford University, Stanford, CA 94305-3084, Attention: Dr. Duarte Silva, Executive Director. They are also available at <http://www.stanford.edu/group/CFLP> on the Internet.

Testing schedules and other information are available from the GSE coordinator in your district office, county office of education, or the California Department of Education at <http://www.cde.ca.gov/statetests> on the Internet.

Test Content and Structure for Second-year Spanish Language

Test Content

The content of the GSE in Second-year Spanish Language is based on the *California Foreign Language Framework* and the *National Standards for Foreign Language Instruction*. Other resources for the development of this test include the *Classroom Oral Competency Interview* and the *Classroom Writing Competency Assessment*, which were developed by the California Foreign Language Project. The examination is aligned to the national foreign language standards.

This examination covers the strands that are common to foreign language textbooks currently in use in California high schools. The content strands include commonly used or high frequency vocabulary, routine expressions used for interaction with others (common functions), and basic grammatical structures. Cultural knowledge associated with the Spanish-speaking world is embedded in each of these strands. Listening, reading, and writing skills are assessed.

The content strands are assessed using three levels of language competency identified by the California Foreign Language Project:

- formulaic level
- created level
- planned level

The GSE examination measures formulaic, created, and planned levels of language through listening and reading tasks. Formulaic and created levels also are assessed through writing samples. The three levels are described below.

Formulaic Level

Questions and tasks at the formulaic level require students to use common memorized expressions. Students performing at the low end of the formulaic level are expected to use memorized chunks or formulas of commonly used or high frequency vocabulary and grammatical structures. Students at the mid-range of the formulaic level use memorized common expressions or formulas with expanded high frequency vocabulary and grammatical struc-

tures. Students at the high end of the formulaic level use memorized common expressions and formulas with a greater variety of vocabulary and grammatical structures in a non-predictable manner. There also are some attempts at created language. Most texts at the formulaic level are predictable, and the content deals with daily life.

Created Level

Questions and tasks at the created level challenge students to use analyzed and recombined chunks of language related to themselves and their immediate environment. Students performing at the low end of the created level show evidence of being able to recombine chunks of language and formulas for meaning and to use a variety of vocabulary and grammatical structures. At the end of the second year of language study, it is expected that the most proficient students will be able to use the oral and written language skills at least at the low end of the created level.

Planned Level

Questions and tasks at the planned level require students to choose from a variety of vocabulary and grammatical structures to fit different contexts instead of relying on memorized common expressions or language formulas. Students generally attain listening and reading skills at the planned level by the end of the second year of language study.

Test Format

The GSE in Second-year Spanish Language is a two-part examination, administered in two 45-minute sessions. In both sessions, students are expected to demonstrate use of Spanish language skills in a variety of formats. Listening selections, reading prompts, and answer choices are all presented in Spanish. Test directions and written-response tasks are given in Spanish and English to ensure that all students are provided equal opportunities to understand what they are being asked to do.

Session one consists of the listening and reading portions of the test. The listening portion assesses the

student's ability to comprehend spoken language. There are two types of listening items, short spoken prompts and long dialogues. Students will listen to the prompts on a prerecorded tape and respond to multiple-choice questions. These questions may or may not be printed in the test booklet depending on the length and complexity of the selection. Sample prompts and multiple-choice questions are on page 5. An answer key is provided.

Note: One prerecorded audiotape to be used for the listening portion of the exam is provided.

The reading portion assesses the student's ability to comprehend the written language and select correct responses in a multiple-choice format. Reading comprehension and knowledge of the structure and functions of the Spanish language are assessed at all levels. Types of reading materials include authentic

texts, extended readings, and narrations. Several types of multiple-choice questions used in the exam are found on pages 6–8. Answer keys are provided.

Session two consists of tasks that require students to produce written language.

Writing tasks may include letters, persuasive arguments, narrative accounts, or descriptive essays. Each writing task is designed to assess written language skills ranging from the formulaic to the created levels so that all students may demonstrate their level of proficiency. The written-response tasks are scored by experienced Spanish teachers and other professionals in the field. A sample task with student work and teacher commentary is on pages 10–12.

Teachers are encouraged to duplicate this guide for student use and to have students test themselves with the sample questions.

Sample Listening Prompts and Multiple-choice Questions

Students listen to a prompt and choose the best answer to the multiple-choice question. Prompts that do not appear on the examination are italicized.

Instrucciones: Escuche la narración y escoja la mejor respuesta.

Directions: Listen to the narrative and choose the best response.

1.

(Roberto)

¿A qué hora sale el tren para Sevilla?

(María)

- A. Llegas tarde para comer.
- B. Muy pronto, señor.
- C. ¡Qué frío!
- D. El primer venido, el primer servido.

2.

(Roberto)

¿Quisiera comprar más ropa, señorita?
Hay precios muy baratos hoy.

(María)

No, muchísimas gracias. No tengo mucho dinero.
¿Puedo pagar con un cheque de viajero?

(Roberto)

- A. ¡Por supuesto!
- B. La ropa es muy elegante.
- C. El equipaje es caro.
- D. Mucho gusto.

1.*

(Roberto)

What time does the train depart for Sevilla?

(María)

- A. You arrive late for dinner.
- B. Very soon, sir.
- C. It's cold!
- D. First come, first served.

2.*

(Roberto)

Would you like to buy more clothes, miss?
The prices are very inexpensive today.

(María)

No, thank you very much. I don't have much money.
Can I pay with a traveler's check?

(Roberto)

- A. Of course!
- B. The clothes are very elegant.
- C. The luggage is expensive.
- D. My pleasure.

Answer Key

1. B 2. A

* The English translation of the listening questions is provided only for the purpose of this guide and does not appear on the examination.

Sample Reading Text and Multiple-choice Questions

Instrucciones: Lea la selección y escoja la mejor respuesta.

Directions: Read the item and choose the best answer.

COSTA RICA

La naturaleza en todo su esplendor se refleja majestuosamente en Costa Rica. Tiene tanto que ofrecerle, desde árboles revestidos de orquídeas a brillantes mariposas fosforescentes. Aquí encontrará los animales y las plantas tropicales más exóticas que existen, un lugar inolvidable para los amantes de la naturaleza. El 11% del área total del país está dedicado a parques nacionales. Hay vistas espectaculares de la cordillera con cráteres volcánicos semejantes a los de la luna, géiseres y montañas desde donde, en días claros, se puede ver tanto el mar Caribe como el océano Pacífico.

Imagínese poder encontrar en este pequeño país, 8,000 plantas diversas, 285 especies de pájaros multicolores, más de 116 clases de reptiles y anfibios, 139 mamíferos diferentes y 1,700 variedades de orquídeas bellas.

San José, la capital de Costa Rica, es una verdadera mezcla de plazas floridas, fiestas, mercados al aire libre y restaurantes internacionales. Y, como si lo anterior fuera poco, en Costa Rica usted conocerá a las personas más hospitalarias, cálidas y amistosas del mundo.

Costa Rica. ¿Qué podría ser más natural?

Costa Rica

Nature in all its splendor is majestically reflected in Costa Rica. It has so much to offer you, from trees covered with orchids to brilliant phosphorescent butterflies. Here you will find the most exotic animals and plants in existence, an unforgettable place for nature lovers. Eleven percent of the total area of the country is dedicated to national parks. There are spectacular views of the mountain range with volcanic craters that resemble those on the moon, geysers and mountains from which, on clear days, you can see both the Caribbean Sea and the Pacific Ocean.

Imagine being able to encounter in this small country 8,000 different plants, 285 species of multi-colored birds, more than 116 classes of reptiles and amphibians, 139 different mammals, and 1,700 varieties of the most beautiful orchids.

San José, the capital of Costa Rica, is truly a mix of flowery plazas, parties, open-air markets and international restaurants. And, if all that weren't enough, in Costa Rica you will meet the most hospitable, warm, and friendly people in the world.

Costa Rica. What could be more natural?*

* The English translation of the reading text is provided only for the purpose of this guide and does not appear on the examination.

Instrucciones: Lea la selección y escoja la mejor respuesta.

Directions: Read the item and choose the best answer.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. En Costa Rica hay _____ animales.</p> <p>A. pocos</p> <p>B. muchos</p> <p>C. floridos</p> <p>D. revestidos</p> | <p>1.* In Costa Rica there are _____ animals.</p> <p>A. few</p> <p>B. many</p> <p>C. flowery</p> <p>D. covered</p> |
| <p>2. Costa Rica y la luna tienen</p> <p>A. plantas.</p> <p>B. animales.</p> <p>C. géiseres.</p> <p>D. cráteres.</p> | <p>2.* Costa Rica and the moon have</p> <p>A. plants.</p> <p>B. animals.</p> <p>C. geysers.</p> <p>D. craters.</p> |
| <p>3. Se lee este artículo en</p> <p>A. una enciclopedia.</p> <p>B. una guía turística.</p> <p>C. una carta.</p> <p>D. un cartel.</p> | <p>3.* One reads this article in</p> <p>A. an encyclopedia.</p> <p>B. a tourist guide.</p> <p>C. a letter.</p> <p>D. a poster.</p> |

Answer Key

1. B 2. D 3. B

Instrucciones: Escoja la opción más apropiada para completar cada oración.

Directions: Choose the best answer to complete each statement.

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Hace dos horas que Elena _____ la televisión.</p> <p>A. mira</p> <p>B. mire</p> <p>C. miro</p> <p>D. miré</p> | <p>1.* Elena has been _____ television for two hours.</p> <p>A. watching</p> <p>B. watch</p> <p>C. I watch</p> <p>D. I watched</p> |
| <p>2. María tiene diez y seis años. Su hermano tiene diez y ocho. María es _____ que su hermano.</p> <p>A. mayor</p> <p>B. menos</p> <p>C. más</p> <p>D. menor</p> | <p>2.* Maria is 16 years old. Her brother is 18 years old. María is _____ than her brother.</p> <p>A. older</p> <p>B. less</p> <p>C. more</p> <p>D. younger</p> |

Answer Key

1. A 2. D

* The English translation of the reading questions is provided only for the purpose of this guide and does not appear on the examination.

Instrucciones: Escoja la respuesta que mejor complete la frase.

Directions: Choose the item that best completes the sentence.

¡Qué día tuve ayer! Primero, ____ 1 ____ tarde y no tuve tiempo para tomar ____ 2 _____. Llegué tarde a mi primera clase, y la maestra estuvo muy ____ 3 ____ conmigo. En mi clase de química, hicimos un experimento en el laboratorio. ¡____ 4 ____ muy difícil! En la clase de matemáticas, salí mal en un examen trabajoso porque no estudié. Y mientras caminaba a mi casa, llovió muy fuerte. ¡Qué día más horrible!

What a day I had yesterday! First, ____ 1 ____ late and didn't have time to eat ____ 2 _____. I got to my first class late, and the teacher was very ____ 3 ____ with me. In my chemistry class, we did a lab experiment. ____ 4 ____ very difficult! In my math class, I did poorly on a hard exam because I didn't study. And while I was walking home, it rained very hard. What a horrible day!*

1. A. me acosté
B. me vestí
C. me desperté
D. me cepillé

2. A. el desayuno
B. el almuerzo
C. la merienda
D. la cena

3. A. aburrida
B. casada
C. cansada
D. enojada

4. A. Es
B. Soy
C. Fue
D. Fui

- 1.* A. I went to bed
B. I got dressed
C. I woke up
D. I brushed

- 2.* A. breakfast
B. lunch
C. late snack
D. dinner

- 3.* A. bored
B. married
C. tired
D. angry

- 4.* A. It is
B. I am
C. It was
D. I was

Answer Key

1. C 2. A 3. D 4. C

* The English translation of the reading questions is provided only for the purpose of this guide and does not appear on the examination.

Scoring Guide for Second-year Spanish Language

The written-response portion of the Golden State Examination in Second-year Spanish Language is scored using criteria based on the general scoring guide below.

A detailed training package for scorers, addressing what students are expected to accomplish, is developed to score each student response.

Score Point 4

The student response addresses the topic in a thorough manner. The response:

- is well organized and expresses ideas in a clearly articulated manner
- demonstrates command of learned sentence patterns and expressions through sentence variety and facility in recombining patterns to communicate the writer's intent and ideas
- may contain minor errors in the conventions of the Spanish language, but they do not hamper communication
- uses appropriate vocabulary that enhances and supports communication

Score Point 3

The student response addresses the topic in a substantial manner. The response:

- is organized and begins to express ideas in an articulated manner
- consists primarily of learned sentence patterns to communicate the writer's intent; shows some attempts at recombining patterns
- may contain errors in the conventions of the Spanish language, but they do not hamper communication
- uses appropriate vocabulary that supports communication

Score Point 2

The student response addresses the topic in a partial manner. The response:

- shows rudimentary organization
- may consist of expressions that are strung together or words utilizing learned sentence patterns that may sometimes be incorrect
- contains errors in the conventions of the Spanish language that hamper communication
- shows limited use of appropriate vocabulary

Score Point 1

The student response addresses the topic in a minimal manner. The response:

- may not show any connection to the prompt or response is too brief to show any organization or organization is unclear
 - may consist of a restatement of the prompt or a list of related words and/or memorized expressions
 - may contain serious errors in the conventions of the Spanish language that greatly hamper communication
 - shows little if any evidence of knowledge of Spanish language vocabulary
-

Sample Written-response Task for Second-year Spanish Language

GSE in Second-year Spanish Language

Instrucciones:

Dispone de 22 minutos para escribir en español sobre el siguiente tema. Organice sus ideas y planifique su tiempo cuidadosamente.

Directions:

You have 22 minutes to write in Spanish about the topic below. Organize your ideas and plan your time carefully.

Directions

Task

Ud. es reportero/a de la emisora de televisión de su escuela. Su tarea esta semana consiste en elaborar una crítica de un restaurante. Escriba su guión. Incluya dónde está el restaurante, qué clase de comida se sirve, y los precios. ¿A quién recomendaría este restaurante y por qué?

You are a reporter for your school's TV station. Your assignment this week is to write a restaurant review. Write your script. Include where the restaurant is, what kind of food is served, and the prices. To whom would you recommend this restaurant and why?

Sample Student Work for Written-response Task

Score Point 4

STUDENT RESPONSE*

Hola. Hoy día vamos a ir a un nueva restaurante, Tierra del Cerano. Está locado en el centro comercial en la calle Tierrasanta. Sirve comida mexicana, como burritos y tacos. A todos les gustan los nachos, la especialidad del país. La comida está rica pero los precios no son altos. Todos los platos cuestan menos de diez dólares. También los platos incluyen frijales con queso, salsa y un bebido. El ambiente es comfortable y perfecto para los novios y familias. Recomendaría este restaurante a todos porque pueden comer comida buena para precios bajos. Gracias para vinieron conmigo a mi restaurante favorito. y buenas noches.

COMMENTARY

This response fully addresses the prompt. Control of the response is established in the first sentence. It is well organized and expresses ideas naturally. Learned sentence patterns are successfully combined and reconstructed to fit the prompt. Risks taken with the language

result in some minor errors, but they do not hamper communication and are considered first draft in nature. The vocabulary used enhances communication and extends the ideas put forth in the prompt.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Student Work for Written-response Task

Score Point 3

STUDENT RESPONSE*

El fin de la semana ultima, fui al restaurante, "El Restaurante." Yo recomendo esté restaurante a todos. Lo tiene algun para todos. "El Restaurante" tiene comida de los Estados Unidos, Italia, y Mexico. Las hamburguesas y las papas fritas son muy sabrosos. Tambien, los buritos y enchaladas son frescas y son autenticos. El pizza y spagetti hacen de frescas tomatos. "El Restaurante" tienes comida para las vegetarians tambien, tienen muchos clases de ensaladas muy sabrosas y fruta fresca tambien. Yo soy recomiendo que se va al "El Restaurante" este final de la semana. ¡Verá su allí!

Por,

Reportera del peridico de la escuela.

COMMENTARY

This response is organized, consisting mainly of learned sentence patterns with some attempts at recombining patterns. The risks taken in recombining learned patterns result in errors. The errors do not hamper communication and demonstrate the beginnings of development of

proper use of conventions of the Spanish language. Some of the errors may be first draft in nature. Appropriate vocabulary that describes the reasons for visiting the restaurant is used; however, the vocabulary is somewhat limited in its variety.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.